Educational Services
LCAP Annual Update & Federal Addendum

June 5, 2019

A Celebration and a Challenge

‣ **The Celebration**

    ▸ All subgroups demonstrated an increase on the Dashboard in ELA and Math, with one group maintaining BLUE

‣ **The Challenge**

    ▸ All subgroups demonstrated an increase on the Dashboard in ELA and Math, with one group maintaining BLUE

Dashboard + Stakeholder Input + Progress on Goals

Dashboard

- Greatest Progress
    - ELA – no subgroups RED/ORANGE
    - Math – no subgroups RED/ORANGE
    - ELA and Math – all subgroups increased or maintained
    - Suspension improved for ALL students ORANGE to GREEN
    - Students w/Disabilities moved from RED to YELLOW in ELA and Math

- Greatest Needs
    - Suspension rate for Foster Youth improved but is ORANGE
    - Chronic Absenteeism
        - Foster Youth is RED
        - 5 subgroups ORANGE

Stakeholder Input

- Greatest Progress
    - High quality education in ALSD
    - Resources and materials are available
    - Students use technology at least once a week at school
    - Students and staff feel safe at school

- Greatest Need
    - Continue counseling support
    - Academic support before, during and after school
    - Additional professional development in technology in the classroom
    - Focus on instruction that is engaging and active

Annual Update - Goal #1

▶ Provide high quality standards-based instruction that is rigorous and engaging

  ▶ Highlights:
    ▸ Action 1.1 – 100% of ALSD teachers are highly qualified
    ▸ Action 1.2 – 99% of parents report standard aligned instruction
    ▸ Action 1.8 – 95% of students report they are using digital components for classwork and homework

Annual Update - Goal #2

▶ Ensure the implementation of state academic, performance and English language development standards embedded in 21st Century Learning Skills

▶ Highlights:

- ▶ Action 2.5 - 94% of students report their teacher provides opportunities to learn creatively

- ▶ Action 2.6 – 80% of students report using devices at least two times per week

- ▶ Action 2.10 - 77% of teachers report regular use of the Mathematical Practices in their lessons

- ▶ Action 2.12 – 79%of teachers completed at least one DBQ unit in grades 4-8

Annual Update - Goal #3

▸ Provide all students a broad and enriching course of study at each grade level that reaches beyond the core

  ▸ Highlights:
    ▸ Action 3.3 – 100% of out students identified as LI and FY are provided the resources to fully participate in enrichment courses
    ▸ Action 3.4 – Spanish course offerings grew to 8 sections at junior high
    ▸ Action 3.5 – LEAP Program continues to provide enrichment
    ▸ Action 3.7 – 86% of 7th grade students achieved 4 of the 6 physical fitness standards

Annual Update - Goal #4

▸ Ensure that students are high school, college and career ready by demonstrating continuous progress towards academic and English language achievement targets

▸ Highlights:

  ▸ Action 4.1 – Increased achievement (ELA 63% - 68%) and (Math 50% - 54%)

  ▸ Action 4.2 – All subgroups increased or maintained

  ▸ Action 4.6 – 77% of students report receiving extra help before, during or after school

  ▸ Action 4.12 – Students with disabilities moved from RED to YELLOW in both ELA and Math

Annual Update Goal #5

▸ Provide opportunities for parent input on educational programs, services and use of resources

> ▸ Highlights:
>> ▸ Action 5.2 – Family Engagement Liaison supported 24 Foster Youth families and 51 families struggling with chronic absenteeism
>> ▸ Action 5.3 – Extensive list of District and site events for parents and families

Annual Update Goal #6

▸ Provide a safe, attractive and well maintained learning environment that supports student engagement, wellness, health and school connectedness

▸ Highlights:
  ▸ Action 6.2 – 90% of parents report their school is clean and in good repair
  ▸ Action 6.6 – 99% of staff report they feel safe at their school
  ▸ Action 6.10 – 91% of students feel their school is supportive and inviting
  ▸ Action 6.12 – 100% of our schools are implementing Second Step
  ▸ Action 6.14 – 155 students were served in TIER 2 counseling and the Counseling Team responded to 204 crisis situations

Annual Update

▸ In summary, ALSD met and/or made progress on 62 of the 65 Actions in the 2018-19 LCAP

▸ We need to refocus on 3 Actions

  ▸ GATE Training

  ▸ NGSS Adoption

  ▸ Investigate a single communication platform

ALSD Overall Performance in ELA

2017-18 Smarter Balanced
Performance Summary
ELA (Summative): All Grades

Site: **Alta Loma School District**
Roster Date: **17-18 | Y**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

Overall Performance: 3927 students

Met Achievement Standard

68%

2,661 Students

4	32.2% 1,265 Students	1,265
3	35.5% 1,396 Students	1,396

Average Distance from Level 3 **+35**

Not Met Achievement Standard

32%

1,266 Students

2	19.5% 764 Students	764
1	12.8% 502 Students	502

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

0   500   1,000   1,500

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4	**Standard Exceeded**
3	**Standard Met**
2	**Standard Nearly Met**
1	**Standard Not Met**

Claim Score Levels

	Above Standard
	Near Standard
	Below Standard
	No score/Not taken

Generated on 03/19/2019
by Illuminate Education

Claim Performance: Percent of Students at Each Level

Reading

36% | 47% | 18%

Writing

41% | 45% | 14%

Listening

23% | 66% | 11%

Research/Inquiry

44% | 45% | 12%

Calculations do not include students tested out of district. ADDITIONAL FILTERS APPLIED: Addl Student Group: **All Students**

ALSD Overall Performance in Math

2017-18 Smarter Balanced
Performance Summary
Math (Summative): All Grades

Site: **Alta Loma School District**
Roster Date: **17-18 | Y**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

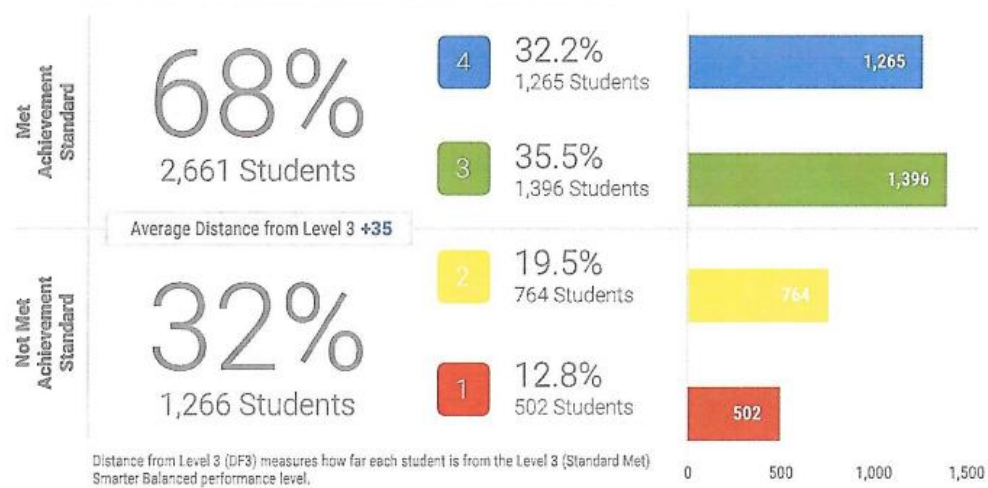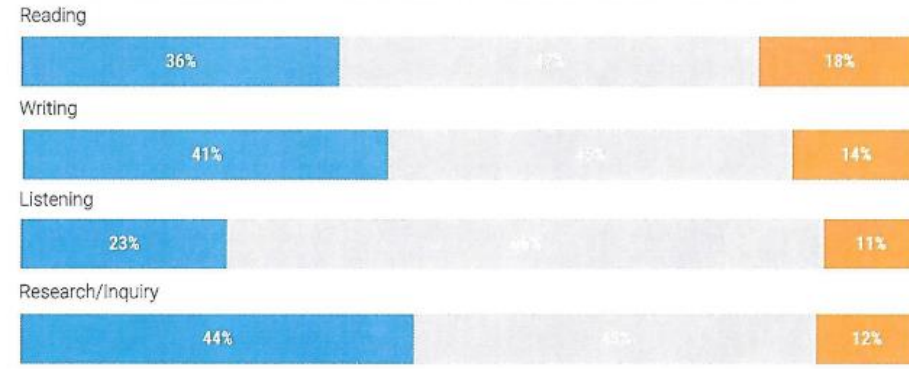More information about this report can be found at help.illuminateed.com.
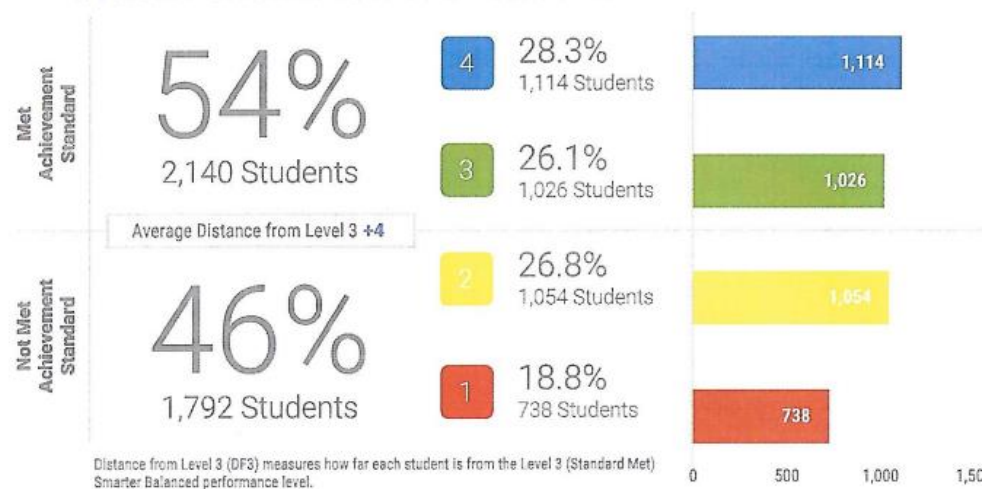
Overall Score Levels
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels
- **Above Standard**
- **Near Standard**
- **Below Standard**
- No score/Not taken

Generated on 03/19/2019
by illuminate Education

Overall Performance: 3932 students

Met Achievement Standard	**54%** 2,140 Students

| 4 | 28.3% 1,114 Students | 1,114 |
| 3 | 26.1% 1,026 Students | 1,026 |

Average Distance from Level 3 +4

Not Met Achievement Standard	**46%** 1,792 Students

| 2 | 26.8% 1,054 Students | 1,054 |
| 1 | 18.8% 738 Students | 738 |

Distance from Level 3 (DFS) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

0   500   1,000   1,50

Claim Performance: Percent of Students at Each Level

Concepts & Procedures

| 38% | 35% | 27% |

Problem Solving & Modeling/Data

| 30% | 48% | 22% |

Communicating Reasoning

| 31% | 49% | 20% |

Calculations do not include students tested out of district. ADDITIONAL FILTERS APPLIED: Addl Student Group: All Students

Modified Actions for 2019-2020

▶ Action 4.12 After School Support

  ▶ Focus on student who "do not meet" on the SBAC

▶ Action 6.6 PBIS

  ▶ Complete TIER 2 PBIS training for 5 sites

All Other Actions Continue in 2019-2020

‣ Maintain the course and continue to implement…

- New teacher training
- Intensive coaching in math
- ELA grade level focus
- Thinking Maps and Write From the Beginning
- Data Chats
- Kagan Training to improve student engagement
- Tech TOSAs in the classrooms
- Use of District Assessments to inform instruction
- Collaborative Planning and Pacing Guides
- …to name a few.

LCFF Budget Overview for Parents – "LBOP"

▸ This is a new requirement in the LCAP this year.

  ▸ Projected Revenues

  ▸ Budgeted Expenditures

  ▸ Increased Services for High Need Students 2019-2020

  ▸ Update on Increased Services for High Need Students in 2018-2019

Every Student Succeeds Act - ESSA
Federal Addendum

▸ The LCAP Federal Addendum is meant to supplement the LCAP to ensure that the eligible Districts have the opportunity to meet the provisions of ESSA.

▸ The implementation of ESSA in California presents an opportunity for Districts to innovate with their federally funded programs and align with priority goals.

▸ The Addendum is a requirement in order to receive our federal funds.

Federal Addendum Details

- ## Title I, Part A
  - ### Improving Basic Programs Operated by State and Local Educational programs
    - Educator Equity
    - Parent and Family Engagement
    - Support for Homeless Student and Foster Youth
    - Targeted Support – Alta Loma Elementary, Carnelian and Deer Canyon (Primarily our Learning Labs)
- ## Title II, Part A
  - ### Supporting Effective Instruction
    - Professional Development
    - New Teacher Support
    - Teacher on Assignment Support
    - Woven throughout LCAP Goal 2, Goal 3 and Goal 4

Federal Addendum Details

▸ **Title III, Part A**

  ▸ **Language Instruction for English Learners and Immigrant Students**

    ▸ Professional Development in ELD

    ▸ Paraprofessional Support for English Learners

    ▸ Instructional materials (Imagine Learning, LexiaCore5)

▸ **Title IV, Part A**

  ▸ **Student Support and Academic Enrichment Grants**

    ▸ Enhance the implementation of Second Step

    ▸ Support the Mental Health Program – Behavioral Health Therapist

    ▸ Expand Instrumental Music to include orchestra opportunities

Questions ?